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ABSTRACT

The relationship between the educational character of Philadelphia's public schools (Pennsylvania) and the communities in which they are embedded was studied using information from the 1990 Federal Census and the city's police and health departments. The characteristics of the city's neighborhoods are described, and schools are located in their social and economic contexts by identifying the specific neighborhoods associated with student populations. The characteristics of the neighborhoods represented in each school are summarized for each school and related to the academic success of the students. The major finding is the straightforward conclusion that Philadelphia is a city of extremes. It is residentially segregated by race and class. Some areas of the city are the home of affluent families. They are relatively healthy and safe places to live. In contrast, other areas are characterized by high rates of poverty, drug offenses, violent crimes, and epidemics of disease. The public schools embedded in these 'ifferent communities exhibit different levels of educational success. Much of this difference may be attributed to the differences in the communities in which schools are embedded. (Contains 9 tables, 4 illustrations, and 21 maps.) (SLD)

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Temple University Center for Research in Human Development and Education



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The National Center on Education in the Inner Cities

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This is a report of the results of research designed to examine the relationship between the educational character of Philadelphia's public schools and the communities in which they are embedded. Using information derived from the 1990 federal census and the city health and police departments, we describe the character of the city's neighborhoods. We then locate schools in their social and economic context by identifying the specific neighborhoods associated with student populations. The characteristics of the neighborhoods represented in each school are then summarized for each school and related to the academic success of students.

Data Sources and Methods

We have used three principal sources of information to describe neighborhoods (census tracts) in Philadelphia. First are demographic, social and economic data from the 1990 federal census. Second are data from the Health Department which include incidents of several diseases across the city's census tracts, as well as information derived from birth records—including the age and marital status of mothers, the adequacy of prenatal care they received, and the birth weight of their babies. Finally, the Police Department has provided individual records of all criminal arrests and reported offenses in 1992. The addresses where each reported offense occurred and the residences of arrested persons have been assigned to the appropriate census tracts. We have limited this analysis to crimes involving violence or drugs.



For each of the variables used, we have computed rates of their occurrence given the population living in each census tract in 1990. These rates were generated for the 316 census tracts with more than 1000 persons. The remaining 49 census tracts have been eliminated from our analysis.

We have generated a series of maps showing the city's distribution of demographic and socio-economic characteristics based on the 1990 U.S. Federal Census, as well as maps of rates of crime, disease, and access to health care. These maps illustrate the correlations between these characteristics. For example, communities with high rates of syphilis, are also characterized by high rates of violence, tuberculosis, inadequate prenatal care, and low birth-weight babies.

In addition to the single indicators of disease and crime we have combined these separate measures into an overall index: Trouble

The creation of this 'ndex is accomplished through a statistical technique known as "factor analysis," which examines the degree to which the individual measures are inter-correlated. The strength of these correlations suggests that there is a common underlying factor to which the separate indicators of health and safety are related. The strength of the relationship between individual measures and the common underlying factor, reflected by correlation coefficients, are used as the basis for weighting individual measures into the overall index. We have followed the



convention of including only those specific measures whose correlations with the underlying factor was greater than .70.

Table I shows the correlations between the separate indicators of neighborhood health and crime and the overall index of *Trouble*.

As can be seen, the strongest contributors to the overall index are the rates of arrests for violent crimes and syphilis rates.

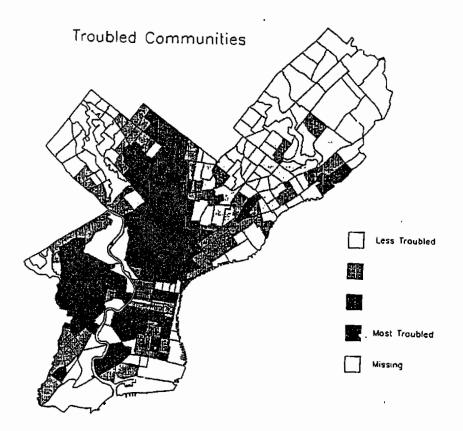
Correlations between the *Trouble* index and rates of drug and violent offenses were lover than .70; thus, they were not included in the overall index.

Table 1: Correlations Between Measures of Health and Crime and the Underlying Factor Index: "Trouble"

	Factor
	Loading
Rate of Arrests for Violent Crimes	.916
Rate of Syphilis per 10,000	.906
Percent of Babies Born to Teenage Mothers	.886
Percent of Babies Born with Low-Weight	.836
Rate of Arrests for Drugs	.791
Tuberculosis Rate per 10,000	.776
Pct Mothers with Inadequate Prenatal Care	.767
Rate of Reported Lead Poisoning 1878-81	.752
Rate of Drug Offenses*	.670
Rate of Violent Criminal Offenses*	.489
*Not included in overall index.	

Illustration 1 is a map showing the distribution of the combined index of *Trouble* across the city.





Schools and Communities

In order to analyze the relationship between schools and communities, it is necessary to obtain information describing each school's community and to integrate that data with information describing schools and students. The critical issue is how does one define and operationalize a school's community. One approach might have been to use data from census tracts in the vicinity of the school to describe the geographic areas which surrounded each school. We have chosen a somewhat different path. We make the assumption that the areas where students live, not necessarily the immediate neighborhood surrounding the school, comprise the community relevant for a given school. Thus, to



describe each school it is necessary to know where its students live and to summarize information describing their residentfal areas.

This task was made possible by what is known as the "Pupil Directory File." The "PDF" is a data base which includes all students enrolled in the public schools. Among other things, it identifies the school each student attends and the census tract in which each student resides. Using a computer matching program, data describing each student's census tract were attached to the student's record. These data were then "aggregated," or summarized, for each school according to the average characteristic of tracts represented by the students in each school. Thus, if a school draws students from several different census tracts and we are attempting to characterize the rates of poverty among children between the ages of 5 and 17 years, we would multiply the poverty rates of each tract by the number of students living there. These products are then summed across the tracts represented in the school and divided by the total number of students. This creates a weighted average of the poverty rates in the neighborhoods represented in the school. This aggregation procedure has been completed for information derived from the federal census, as well as each of the separate measures of health and crime, and overall index of Trouble. These data are summarized in Table 2. Shown are the averages for the city's census tracts and the average characteristics of tracts represented in all public schools.





Table 2: Social, Economic, Health and Crime across City Neighborhoods and Schools

SCHOOL COMMUNITY CHARACTERISTICS	City Average (316 tracts)	
1990 Census		
Pct. Latinos in Community	5.3	8.1
Pct. African Americans in Community	41.3	55.2
Pct. Renters	40.0	38.6
Mean Household Income	24506.4	21314.0
Pct. in Poverty	21.1	27.3
Pct. Youth in Poverty	26.5	35.6
Pct. Single Parent Household	41.0	51.8
Pct. Private School Attendance	32.5	18.9
Pct. Households Larger Than 4	12.8	16.0
Health Data		
Pct. of Children Lead-poisoned 1978-81	1.0	1.3
Syphilis Rate	1.5	2.1
TB Rate	20.4	24.2
Pct. Births to Mothers Under 19	6.8	9.0
Pct. of Births of Low Weight	10.0	11.5
Rate of Inadequate Prenatal Care	10.1	18.3
Crime Data		
Reported Drug Offense Rate per 1000	3.8	6.2
Drug Arrests per 1000	6.1	9.5
Reported Violent Crime Rate per 1000	11.6	14.5
Arrests for Violent Crimes per 1000	6.4	10.7
Scale of Neighborhood Troubles	0.0	2.3

There are important differences between these summaries. Note first the percent of the 'chool age population that attends non-public schools. Across the entire city 33% of the school age population attends private or parochial schools. Yet among the census tracts representative of public school students this rate is but 19%. Communities which have high rates of private school attendance are under-represented in the public schools.

The consequence of some students opting not to attend public schools reverberates through the remaining comparisons between



the characteristics of the city as a whole and the characteristics of tracts representative of public school students. By every measure of socio-economic status, disease, crime or the overall index of *Trouble*, the census tracts representative of public school students are less affluent and more troubled.

These data, describing the social and economic characteristics of the communities represented in each school, were then merged with data describing characteristics of the schools and students. The school and student information was taken from the 1990 report of the Philadelphia School District's Management Information Center. We extracted information describing the average test scores, average daily attendance rates, pupil turnover, busing and transportation assistance, the percent of students receiving free or reduced price lunches, and the percent of students who were African-American or Latino.

On the pages which follow the series of maps are reports of the characteristics of each school and its community. In addition to information describing each specific school and its community context, for comparitive purposes, the averages for the city as a whole and the average for all schools are also given. Similar reports are provided which summarize the characteristics of the schools and communities comprising each of the 22 Clusters of schools now being organized.



Segregation, Community Troubles and Educational Outcomes

The Philadelphia metropolitan area exhibits the characteristic pattern of increasing concentration of minorities and the poor within the central city. Since 1950 the proportion of the metropolitan area population that is Black or Hispanic increased from thirteen to twenty-four percent. With the exodus of the white population from the central city, the percent of the city's population that is Black or Hispanic has increased from less than twenty percent in 1950 to over forty five percent in 1990.

Philadelphia is racially segregated. The level of segregation between African-Americans and whites steadily increased since the turn of the century. It reached an all time high in 1980 when the index of dissimilarity between blacks and whites was 84.

Between Hispanics and whites it was 69. In 1990 black/white dissimilarity was 83. Hispanic/white dissimilarity was 74. (See Illustration 2).

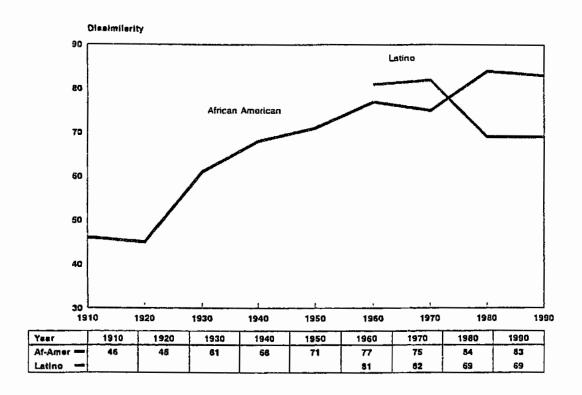
The city's households are also segregated by social and economic status. The poor are heavily concentrated in North and West Philadelphia. With the exception Center City, which contains

¹. The index of dissimilarity reflects the difference in the distribution of two groups across a series of nominal categories. In the case of residential segregation it reflects the difference in the percentage distributions of two groups across census tracts. One interpretation of dissimilarity is that it reflects the proportion of either group that would have to move from census tracts which they now dominate to other tracts in order to balance the two distributions. Thus in 1990 83 percent of whites would have to change census tracts in order to achieve racial integration.



several relatively affluent neighborhoods, there is the familiar pattern of declining rates of poverty as one moves to the city's periphery.

Illustration 2: Residential Segregation in Philadelphia 1910-1990



Poverty rates are higher among African Americans (29%) and Latinos (45%) than among whites (11%). As a consequence of racial and socio-economic segregation in the city, minorities who are poor live in communities which have high conce trations of poverty. In 1990 an average white person who was poor lived in a

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census tract in which 20 percent of the households were also poor. By contrast, African Americans who were poor lived in census tracts in which 35% of the households were also poor; Latinos who were poor lived in census tracts in which 47% of the households were poor. Thus, there is a substantial correlation between the percent of a census tract's population that is African-American or Hispanic and the percent of the households whose income in 1990 was below the poverty line (r=.628).

Rates of poverty in the city increased from 18.2 in 1989 to 25.6 in 1993. Perhaps most striking is the fact that in 1989 25.1 percent of the city's children lived in households which were below the poverty line. Four years later (1993), this had increased to 38.2%.2

Comparisons of the maps showing the distribution of poverty across the city, with the maps showing the distribution of crime and disease reveal the strong association between these community characteristics. Table 3 presents correlations between rates of poverty among the total population, and the school age population, with the specific measures of health and crime and the overall index of Trouble. These correlations point to the centrality of poverty as a principal antecedent of crime and

Scott R. Snyder, "Poverty Trends in Philadelphia and the U.S." Social Science Data Library, Temple University, Philadelphia: 1995



disease. Indeed, these correlations provide a partial portrait of poverty in the city. To be poor and live in a community which is poor, not only means that one has a limited income, it also means that you are likely to live in a neighborhood that is characterized by high rates of arrests for violent crimes and drugs, where syphilis, tuberculosis, and lead-poisoning are epidemic, and where babies are born to young mothers without adequate access to health services.

Table 3: Correlations Between Health, Crime and Poverty Across Census Tracts

	Perce	ent of
	Total	School-Age
	Population	Population
	in Poverty	in Poverty
Rate of Arrests for Violent Crimes	.803	.788
Percent of Babies Born to Teenage Mothers	.776	.767
Rate of Arrests for Drugs	.765	.728
Rate of Syphilis per 10,000	.696	.681
Rate of Drug Offenses	.679	.636
Pct Mothers with Inadequate Prenatal Care	.654	.634
Tuberculosis Rate per 10,000	.635	.616
Percent of Babies Born with Low-Weight	.624	.606
Rate of Reported Lead Poisoning 1878-81	.548	.538
Rate of Violent Criminal Offenses	.456	.340
Crime and Disease Index: Trouble	.818	.796

Given the correlations across census tracts between rates of poverty and rates of crime and disease, it is not surprising that we find similar correlations between these characteristics after they have been aggregated and summarized for schools. Indeed, the correlations between the index of trouble and rates of poverty found among school age children is higher (.854) across schools than it is across census tracts (.796).



Illustration 3 shows a scatterplot of the relationship between rates of poverty and the overall index of *Trouble*. In order to identify schools whose students live in communities with the highest levels of children in poverty and the highest levels of disease and crime, we have divided schools into five groups as they are ranked along these two dimensions. The dotted lines crossing the regression line illustrate this classification of schools into five groups (of approximately 50 schools each) ranging from those in the most favorable communities to those embedded in the worst communities.

Schools by Levels of Trouble and Poverty in Their Communities

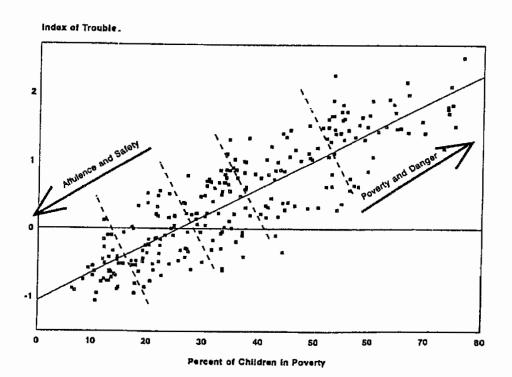
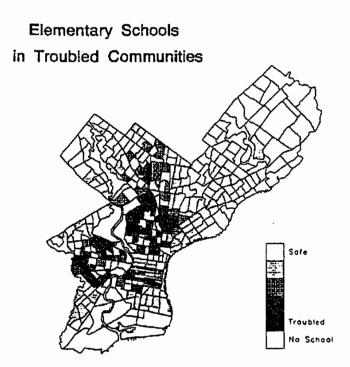




Illustration 4 shows the tract locations of elementary schools by levels of Trouble. The specific schools included in each of these five groups listed in Table 5.

Illustration 4



The differences in the ecological community contexts in which schools are embedded are associated with their academic success. This can be seen in Table 4 which shows the correlations between rates of poverty and Trouble, and the average daily attendance, rates of student turnover, and average reading test scores. At



all levels, rates of poverty or rates of crime and disease observed in the communities in which schools are embedded are related to the character of schools. The results are clear: schools whose students are drawn from poor and troubled communities have lower rates of attendance, higher rates of student turnover and lower achievement scores than do schools drawing students from more affluent and less troubled communities.

Table 4: Correlations between Poverty, *Trouble* and Characteristics of Schools

High Schools	Poverty	Trouble
Daily Attendance	707	625
Student Turnover	.510	.430
Middle Schools		
Daily Attendance	257	248
Student Turnover	.479	.463
Average Reading Score	643	623
Elementary Schools		
Daily Attendance	502	355
Student Turnover	.393	.317
Average Reading Score	670	658

Conclusion

The major conclusions of this investigation are straight forward. Philadelphia is a city of extremes. It is residentially segregated by social class and race. Some areas of the city are the home of affluent families; they are relatively healthy and safe places to live. By contrast there are other communities



characterized by high rates of poverty, drug offenses, violent crimes, and epidemics of disease. Public schools embedded in these different communities exhibit different levels of educational success. Much of the variation in educational success may be attributed to the differences in the communities in which schools are embedded.

The success of the children achieving agenda depends in part on the degree to which educational reforms include changes in the ecological/community contexts within which schooling takes place.



TABLE 5:1
Schools with Communities in Lowest 20% of Trouble and Poverty

		Pct Children	Index of	* Free and	Avg Daily		Natl Pctile
802 NORTHEAST BIGIS		in Poverty	Trouble	Reduced	Attendance	Turnover 1	Reading Score
SOL ANDREAM LINCOLN HIGH							
### CHAPTER SENDING MIGH 13.1 -0.6 14.6 97.8 9.3							
### NEDDLE ### SCHOULS 815 ENTAMIN RUSH MIDDLE							
811 SENTAMIN RUSH MIDDLE 11.6 -0.5 22.2 89.4 12.0 51.5 812 MORROW MILGOR MIDDLE 17.1 -0.5 18.9 90.6 5.9 56.7 610 MORRIS E. LEEDS MIDDLE 17.4 0.0 12.2 79.2 15.0 43.2 816 C. C. A. BALDÍ MIDDLE 14.9 -0.9 20.2 91.0 8.9 64.0 13.4 AUSTIN RESENAN MIDDLE 17.8 -0.5 28.9 88.1 13.0 51.7 SHEKITLA SCHOOLS 811.6 -0.7 35.3 69.8 47.0 34.1 SHEKITLA SCHOOLS 811.6 -0.7 35.3 69.8 47.0 34.1 SHEKITLA SCHOOLS 811.6 -0.7 12.8 91.4 69.0 99.1 59.2 81.1 SHEKITLA SCHOOLS 811.6 0.0 7 12.8 91.4 6.6 60.0 81.1 JURN FOR MORE 11.2 0.6 26.5 93.6 7.0 67.4 66.0 81.1 JURN FOR MORE 11.2 0.6 26.5 93.6 7.0 67.0 67.0 81.1 JURN FOR MORE 11.2 0.6 26.5 93.6 7.0 67.0 67.4 81.4 SOLOMON SOLIS-CONEN 15.5 0.5 0.5 40.9 92.4 11.0 51.7 62.7 JURN S. JURN S. 9.3 0.6 9.8 94.1 3.8 73.5 59.2 94.1 10.0 51.7 94.1 94.6 95.4 95.1 94.1 94.1 95.7 95.2 95.2 95.2 95.2 95.2 95.2 95.2 95.2	•••	13.1	-0.6	14.6	87.8	9.3	
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638 SHAWMONT 10.5 -0.6 26.3 92.7 4.0 60.6 620 ANNA 3. DAY 13.5 -0.1 54.3 91.9 30.0 38.1 727 THOMAS FINLETTER 17.8 -0.8 51.4 91.9 13.0 51.1 725 BERRY EDWINDS 14.1 -0.7 24.8 91.9 6.9 56.4 621 JOSEPE B. BROWN 11.6 -0.8 40.4 91.7 14.0 50.5 835 GILBERT SPRUARCE 18.0 -0.5 31.4 91.7 8.0 58.3 611 SEAURLE W. PENNYPACKER 12.2 0.1 58.8 92.8 13.0 46.5 843 JOSEPE GREENBERG 11.7 -0.8 15.2 94.0 3.1 75.0 743 JAMES J. SULLIVAN 18.5 -0.6 63.6 90.2 11.0 58.6 839 ALOYSIUS L. FITZPATRICK 8.4 -0.8 30.6 91.6 18.0 52.0 747 BRIDEBBURG 13.1 -0.8 42.5 92.6 7.6 44.0 733 HENRY W. LAWTON 12.8 -0.8 29.4 93.9 5.5 63.7 726 ELLWOOD 12.2 -0.2 39.5 94.4 11.0 48.0 48.0 480 FRANK 10.9 -1.0 32.4 92.1 12.0 68.8 625 CHARLES W. HENRY 13.8 -0.3 28.1 93.6 5.8 64.1 830 MAKFAIR 12.0 -0.5 29.2 92.1 7.9 61.4 823 KENNEDY G. CROSSAN 12.3 -0.5 24.8 92.6 9.1 60.4 82.4 825 KENNEDY G. CROSSAN 12.3 -0.5 24.8 92.6 9.1 60.4 93.4 823 KENNEDY G. CROSSAN 12.3 -0.5 24.8 92.6 9.1 60.4 93.4 823 KENNEDY G. CROSSAN 12.3 -0.5 24.8 92.6 9.1 63.9 63.9 63.4 823 KENNEDY G. CROSSAN 12.3 -0.5 24.8 92.6 9.1 63.9 63.9 63.4 823 KENNEDY G. CROSSAN 12.3 -0.5 24.8 92.6 9.1 63.9 63.4 823 KENNEDY G. CROSSAN 12.3 -0.5 24.8 92.6 9.1 63.9 63.9 63.4 823 KENNEDY G. CROSSAN 12.3 -0.5 24.8 92.6 9.1 63.9 63.9 63.4 823 KENNEDY G. CROSSAN 12.3 -0.5 24.8 92.6 9.1 63.9 63.9 63.4 823 KENNEDY G. CROSSAN 12.3 -0.5 24.8 92.6 9.1 63.9 63.9 63.4 823 KENNEDY G. CROSSAN 12.3 -0.5 24.8 92.6 9.1 63.9 63.9 63.4 823 KENNEDY G. CROSSAN 12.3 -0.5 24.8 92.6 9.1 63.9 63.9 63.4 823 KENNEDY G. CROSSAN 12.3 -0.5 24.8 92.6 9.1 63.9 63.9 63.4 823 KENNEDY G. CROSSAN 12.3 -0.5 24.8 92.6 9.1 63.9 63.9 63.9 63.9 63.9 63.9 63.9 63.9					89.3	19.0	50.7
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725 HENRY EDMUNDS 14.1 -0.7 24.8 91.9 6.9 56.4 621 JOSEPH B. BROWN 11.6 -0.8 40.4 91.7 14.0 50.5 835 GILBERT SPRUANCE 18.0 -0.5 31.4 91.7 8.0 58.3 615 SAMUEL W. PENNYPACKER 12.2 0.1 58.8 92.8 13.0 46.5 843 JOSEPH GREENBERG 11.7 -0.8 15.2 94.0 3.1 75.0 743 JAMES J. SULLIVAN 18.5 -0.6 63.6 90.2 11.0 58.6 839 ALOXSIUS L. FITZPATRICK 8.4 -0.8 30.6 91.6 18.0 52.0 747 BRIDESBURG 13.1 -0.8 42.5 92.6 7.6 44.0 733 HENRY W. LAWYON 12.8 -0.8 29.4 93.9 5.5 63.7 726 ELLWOOD 12.2 -0.2 39.5 94.4 11.0 48.0 840 ANNE FRANK 10.9 -1.0 32.4 92.1 12.0 68.8 64.1 830 MAYFAIR 12.0 -0.5 29.2 92.1 7.9 61.4 746 WILLAM H. ZIEGLER 14.3 -0.7 50.8 91.9 10.0 53.4 823 KENNEDY G. CROSSAN 12.3 -0.5 24.8 92.6 91.9 10.0 53.4 823 KENNEDY G. CROSSAN 12.3 -0.5 24.8 92.6 91.0 61.1 842 STEPHEN DECATUR 6.9 -0.9 27.0 91.0 17.0 57.2 644 ANNA L. LINGELBACH 15.7 -0.1 72.5 93.2 23.0 56.1 631 JOHN F. MCCLOSKEY 12.2 -0.3 32.9 94.5 99.9 53.1 626 HERRY B. FOLLOCK 6.3 -0.9 35.8 90.5 9.9 53.1 626 HERRY B. EQUITON 10.1 14.6 -0.9 35.8 90.5 9.9 53.1 626 HERRY B. EQUITON 10.1 14.6 -0.9 35.8 90.5 9.9 53.1 626 HERRY B. EQUITON 10.1 -0.6 35.2 94.9 8.1 51.9 728 BENJAMIN FRANKLIN 13.4 -0.6 36.1 92.5 7.5 55.3 836 RBAANHURST 17.2 -0.5 15.7 92.0 5.1 59.7 825 EDWIN FORREST 12.2 -0.7 29.0 90.4 15.0 52.5			-0.8	51.4	91.9	13.0	51.1
821 JOSEPH B. BROWN 11.6 -0.8 40.4 91.7 14.0 50.5 835 GILBERT SPRUARCE 18.0 -0.5 11.4 91.7 8.0 58.3 615 SAMUEL W. PENNYPACKER 12.2 0.1 58.8 92.8 13.0 46.5 843 JOSEPH GREENBERG 11.7 -0.8 15.2 94.0 3.1 75.0 743 JAMES J. SULLIVAN 18.5 -0.6 63.6 90.2 11.0 58.8 839 ALOYSIUS L. FITZPATRICK 8.4 -0.8 30.6 91.6 18.0 52.0 747 BRIDESBURG 13.1 -0.8 42.5 92.6 7.6 44.0 743 HENRY W. LAWTON 12.8 -0.8 29.4 93.9 5.5 63.7 726 ELLWOOD 12.2 -0.2 39.5 94.4 11.0 48.0 840 ANNE FRANK 10.9 -1.0 32.4 92.1 12.0 68.8 625 CHARLES W. HENRY 13.8 -0.3 28.1 93.6 5.8 64.1 830 MAYFAIR 12.0 -0.5 29.2 92.1 7.9 61.4 746 WILLAM H. ZIEGLER 14.3 -0.7 50.8 91.9 10.0 53.4 823 KENNEDY G. CROSSAN 12.3 -0.5 24.8 92.6 9.1 68.9 838 LOUIS H. FARRELL 17.9 -0.5 24.8 92.6 9.1 68.9 838 LOUIS H. FARRELL 17.9 -0.5 24.8 92.6 9.1 68.9 838 LOUIS E. FARRELL 17.9 -0.5 27.0 91.0 17.0 57.2 644 ANNA L. LINGELBACH 15.7 -0.1 72.5 93.2 23.0 56.1 631 JOHN F. MCCLOSKEY 12.2 -0.3 32.9 94.6 9.3 41.9 841 ROBERT B. POLLOCK 6.3 -0.9 35.6 92.1 12.0 56.6 724 THOMAS CREIGHTON 27.8 -0.6 58.0 90.9 12.0 45.7 722 LAURA CARNELL 14.6 -0.9 35.8 90.5 9.9 51.1 626 HERRY B. EOUSTON 10.1 -0.6 35.2 94.9 8.1 51.9 728 BENJAMIN FRANKLIN 13.4 -0.6 35.1 92.5 7.5 55.3 836 RBAWNHURST 17.2 -0.5 15.7 92.0 5.1 59.7			-0.7	24.8	91.9	6.9	56.4
635 SAMUEL W. PENNYPACKER 12.2 0.1 58.8 92.8 13.0 46.5 843 JOSEPH GREENBERG 11.7 -0.8 15.2 94.0 3.1 75.0 743 JAMES J. SULLIVAN 18.5 -0.6 63.6 90.2 11.0 58.6 839 ALOYSIUS L. FITZPATRICK 8.4 -0.8 30.6 91.6 18.0 52.0 747 BRIDESBURG 13.1 -0.8 42.5 92.6 7.6 44.0 733 HENRY W. LAWTON 12.8 -0.8 29.4 93.9 5.5 63.7 726 ELLWOOD 12.2 -0.2 39.5 94.4 11.0 48.0 840 ANNE FRANK 10.9 -1.0 32.4 92.1 12.0 68.8 625 CHARLES W. HENRY 13.8 -0.3 28.1 93.6 5.8 64.1 830 MAYFAIR 12.0 -0.5 29.2 92.1 7.9 61.4 746 WILLAM H. ZIEGLER 14.3 -0.7 50.8 91.9 10.0 53.4 823 KENNEDY G. CROSSAN 12.3 -0.5 24.8 92.6 9.1 68.9 938 LOUIS H. FARRELL 17.9 -0.5 47.1 91.6 11.0 61.1 842 STEPHEN DECATUR 6.9 -0.9 27.0 91.0 17.0 57.2 644 ANNA L. LINGELBACE 15.7 -0.1 72.5 93.2 23.0 56.1 631 JOHN F. MCCLOSKEY 12.2 -0.3 32.9 94.6 9.3 41.9 841 ROBERT B. FOLLOCK 6.3 -0.9 35.8 90.9 12.0 45.7 722 LAURA CARNELL 14.6 -0.9 35.8 90.5 9.9 53.1 626 HENRY E. HOUSTON 10.1 -0.6 58.0 90.9 12.0 45.7 722 LAURA CARNELL 14.6 -0.9 35.8 90.5 9.9 53.1 626 HENRY E. HOUSTON 10.1 -0.6 35.2 94.9 8.1 51.9 728 BENJAMIN FRANKLIN 13.4 -0.6 36.1 92.5 7.5 55.3 815 RRAWNEURST 17.2 -0.5 35.7 92.0 5.1 59.7 825 EDWIN FORREST 12.2 -0.7 29.0 90.4 15.0 52.5	821 JOSEFE E. BROWN		-0.8	40.4	91.7	14.0	50.5
843 JOSEPB GREENEERG 11.7 -0.8 15.2 94.0 3.1 75.0 743 JAMES J. SULLIVAN 18.5 -0.6 63.6 90.2 11.0 58.5 839 ALGYSTUS L. FITZPATRICK 8.4 -0.8 30.6 91.6 18.0 52.0 747 BRIDESBURG 13.1 -0.8 42.5 92.6 7.6 44.0 713 HEMRY W. LAWTON 12.8 -0.8 29.4 93.9 5.5 63.7 726 ELLWOOD 12.2 -0.2 39.5 94.4 11.0 48.0 840 ANNE FRANK 10.9 -1.0 32.4 92.1 12.0 68.8 625 CHARLES W. HENRY 13.8 -0.3 28.1 93.6 5.8 64.1 830 MAYFAIR 12.0 -0.5 29.2 92.1 7.9 61.4 746 WILLAM H. ZIEGLER 14.3 -0.7 50.8 91.9 10.0 53.4 823 KENNEDY G. CROSSAN 12.3 -0.5 24.8 92.6 9.1 68.9 838 LOUIS H. FARRELL 17.9 -0.5 47.1 91.6 11.0 61.1 842 STEPHEN DECATUR 6.9 -0.9 27.0 91.0 17.0 57.2 644 ANNA L. LINGELBACH 15.7 -0.1 72.5 93.2 23.0 56.1 631 JOHN F. MCCLOSKEY 12.2 -0.3 32.9 94.6 9.3 41.9 841 ROBERT B. POLLOCK 6.3 -0.9 36.6 92.1 12.0 56.6 724 THOMAS CREIGHTON 27.8 -0.6 58.0 90.9 12.0 45.7 722 LAURA CARNELL 14.6 -0.9 35.8 90.5 9.9 53.1 62.6 HENRY E. HOUSTON 10.1 -0.6 35.2 94.9 8.1 51.9 728 BENJAMIN FRANKLIN 13.4 -0.6 36.1 92.5 7.5 55.3 836 RHAWMURST 17.2 -0.5 35.7 92.0 5.1 59.7 825 EDWIN FORREST 12.2 -0.3 35.7 92.0 5.1 59.7 825 EDWIN FORREST 12.2 -0.5 35.7 92.0 5.1 59.7 825 EDWIN FORREST 12.2 -0.5 35.7 92.0 5.1 59.7 825 EDWIN FORREST 12.2 -0.5 35.7 92.0 5.1 59.7 825 EDWIN FORREST 12.2 -0.7 29.0 99.4 15.0 52.5	835 GILBERT SPRUANCE	18.0	-0.5	31.4	91.7	8.0	58.3
743 JAMES J. SULLIVAN 18.5 -0.6 63.6 90.2 11.0 58.5 839 ALCYSIUS L. FITZPATRICK 8.4 -0.8 30.6 91.6 18.0 52.0 747 BRIDESBURG 13.1 -0.8 42.5 92.6 7.6 44.0 733 HERRY W. LAMTON 12.8 -0.8 29.4 93.9 5.5 63.7 726 ELLWOOD 12.2 -0.2 39.5 94.4 11.0 48.0 840 ANNE FRANK 10.9 -1.0 32.4 92.1 12.0 68.8 625 CHARLES W. HENRY 13.8 -0.3 28.1 93.6 5.8 64.1 830 MAYFAIR 12.0 -0.5 29.2 92.1 7.9 61.4 746 WILLAM H. ZIEGLER 14.3 -0.7 50.8 91.9 10.0 53.4 823 KENNEDY G. CROSSAN 12.3 -0.5 24.8 92.6 9.1 68.9 838 LOUIS B. FARRELL 17.9 -0.5 47.1 91.6 11.0 61.1 842 STEPHEN DECATUR 6.9 -0.9 27.0 91.0 17.0 57.2 644 ANNA L. LINGELBACH 15.7 -0.1 72.5 93.2 23.0 56.1 631 JOHN F. MCCLOSKEY 12.2 -0.3 32.9 94.6 9.3 41.9 841 ROBERT B. POLLOCK 6.3 -0.9 36.6 92.1 12.0 56.6 724 TEOMAS CREIGHTON 27.8 -0.6 58.0 90.9 12.0 45.7 722 LAURA CARRELL 14.6 -0.9 35.8 90.5 9.9 53.1 626 HENRY B. HOUSTON 10.1 -0.6 35.2 94.9 8.1 51.9 728 BENJAMIN FRANKLIN 13.4 -0.6 36.1 92.5 7.5 55.3 816 RRAWNBURST 17.2 -0.5 35.7 92.0 5.1 59.7 825 EDWIN FORREST 12.2 -0.7 29.0 90.4 15.0 52.5	635 SAMUEL W. PENNYPACKER	12.2	0.1	58.8	92.8	13.0	46.5
839 ALOYSIUS L. FITZPATRICK 8.4 -0.8 30.6 91.6 18.0 52.0 747 BRIDESBURG 13.1 -0.8 42.5 92.6 7.6 44.0 733 HEMRY W. LANTON 12.8 -0.8 29.4 93.9 5.5 63.7 726 ELLWOOD 12.2 -0.2 39.5 94.4 11.0 48.0 84.0 84.0 84.0 84.0 84.0 84.0 84	843 JOSEPH GREENBERG	11.7	-0.8	15.2	94.0	3.1	75.0
747 BRIDESSURG 13.1 -0.8 42.5 92.6 7.6 44.0 733 HENRY W. LANTON 12.8 -0.8 29.4 93.9 5.5 63.7 726 ELLWOOD 12.2 -0.2 39.5 94.4 11.0 48.0 840 ANNE FRANK 10.9 -1.0 32.4 92.1 12.0 68.8 625 CHARLES W. HENRY 13.8 -0.3 28.1 93.6 5.8 64.1 830 MAXFAIR 12.0 -0.5 29.2 92.1 7.9 61.4 746 WILLAM H. ZIEGLER 14.3 -0.7 50.8 91.9 10.0 53.4 823 KENNEDY G. CROSSAN 12.3 -0.5 24.8 92.6 9.1 68.9 838 LOUIS B. FARRELL 17.9 -0.5 47.1 91.6 11.0 61.1 842 STEFHEN DEATUR 6.9 -0.9 27.0 91.0 17.0 57.2 644 ANNA L. LINGELBACH 15.7 -0.1 72.5 93.2 23.0 56.1 631 JOHN F. MCCLOEKEY 12.2 -0.3 32.9 94.5 9.3 41.9 841 ROBERT B. POLLOCK 6.3 -0.9 36.6 92.1 12.0 56.6 724 THOMAS CREIGHTON 27.8 -0.6 58.0 90.9 12.0 45.7 722 LAURA CARNELL 14.6 -0.9 35.8 90.5 9.9 53.1 666 HENRY E. HOUSTON 10.1 -0.6 35.2 94.9 8.1 51.9 728 BENJAMIN FRANKLIN 13.4 -0.6 36.1 92.5 7.5 55.3 816 RRAWNEUST 17.2 -0.5 35.7 92.0 50.4 15.0 52.5	743 JAMES J. SULLIVAN	18.5	~0.6	63.6	90.2	11.0	58.6
733 HERRY W. LANTON 12.8 -0.8 29.4 93.9 5.5 63.7 726 ELLWOOD 12.2 -0.2 39.5 94.4 11.0 48.0 840 ANNE FRANK 10.9 -1.0 32.4 92.1 12.0 68.8 625 CHARLES W. HENRY 13.8 -0.3 28.1 93.6 5.8 64.1 830 MAYFAIR 12.0 -0.5 29.2 92.1 7.9 61.4 746 WILLAM H. ZIEGLER 14.3 -0.7 50.8 91.9 10.0 53.4 823 KENNEDY G. CROSSAN 12.3 -0.5 24.8 92.6 9.1 68.9 838 LOUIS H. FARRELL 17.9 -0.5 47.1 91.6 11.0 61.1 842 STEPHEN DECATUR 6.9 -0.9 27.0 91.0 17.0 57.2 644 ANNA L. LINGELBACH 15.7 -0.1 72.5 93.2 23.0 56.1 631 JOHN F. MCCLOSKEY 12.2 -0.3 32.9 94.6 9.3 41.9 841 ROBERT B. POLLOCK 6.3 -0.9 36.6 92.1 12.0 56.6 724 THOMAS CREIGHTON 27.8 -0.6 58.0 90.9 12.0 45.7 722 LAURA CARNELL 14.6 -0.9 35.8 90.5 9.9 53.1 626 HENRY E. HOUSTON 10.1 -0.6 35.2 94.9 8.1 51.9 728 BENJAMIN FRANKLIN 13.4 -0.6 36.1 92.5 7.5 55.3 836 REAWNIURST 17.2 -0.5 35.7 92.0 5.1 59.7 825 EDWIN FORREST 12.2 -0.7 29.0 90.4 15.0 52.5	839 ALOYSIUS L. FITZPATRICK	8.4	-0.8	30.6	91.6	18.0	52.0
726 ELLWOOD 12.2 -0.2 39.5 94.4 11.0 48.0 840 ANNE FRANK 10.9 -1.0 32.4 92.1 12.0 68.8 625 CHARLES W. HENRY 13.8 -0.3 28.1 93.6 5.8 64.1 830 MAXYAIR 12.0 -0.5 29.2 92.1 7.9 61.4 746 WILLAM H. ZIEGLER 14.3 -0.7 50.8 91.9 10.0 53.4 823 KENNEDY G. CROSSAN 12.3 -0.5 24.8 92.6 9.1 66.9 838 LOUIS H. FARRELL 17.9 -0.5 47.1 91.6 11.0 61.1 842 STEPHEN DECATUR 6.9 -0.9 27.0 91.0 17.0 57.2 644 ANNA L. LINGELBACH 15.7 -0.1 72.5 93.2 23.0 56.1 631 JOHN F. MCCLOSKEY 12.2 -0.3 32.9 94.6 9.3 41.9 841 ROBERT B. POLLOCK 6.3 -0.9 36.6 92.1 12.0 56.6 724 THOMAS CREIGHTON 27.8 -0.6 58.0 90.9 12.0 45.7 722 LAURA CARNELL 14.6 -0.9 35.8 90.5 9.9 53.1 626 HENRY H. HOUSTON 10.1 -0.6 35.2 94.9 8.1 51.9 728 BENJAMIN FRANKLIN 13.4 -0.6 36.1 92.5 7.5 55.3 836 RRAWNTURST 17.2 -0.5 35.7 92.0 50.4 15.0 52.5	747 BRIDESBURG	13.1	-0.8	42.5	92.6	7.6	44.0
840 ANNE FRANK 10.9 -1.0 32.4 92.1 12.0 68.8 625 CHARLES W. HENRY 13.8 -0.3 28.1 93.6 5.8 64.1 830 MAXFAIR 12.0 -0.5 29.2 92.1 7.9 61.4 746 WILLAM H. ZIEGLER 14.3 -0.7 50.8 91.9 10.0 53.4 823 KENNEDY G. CROSSAN 12.3 -0.5 24.8 92.6 9.1 68.9 838 LOUIS H. FARRELL 17.9 -0.5 24.8 92.6 9.1 68.9 838 LOUIS H. FARRELL 17.9 -0.5 47.1 91.6 11.0 61.1 842 STEPHEN DECATUR 6.9 -0.9 27.0 91.0 17.0 57.2 644 ANNA L. LINGELBACH 15.7 -0.1 72.5 93.2 23.0 56.1 631 JOHN F. MCCLOSKEY 12.2 -0.3 32.9 94.6 9.3 41.9 841 ROBERT B. POLLOCK 6.3 -0.9 36.6 92.1 12.0 56.6 724 TECMAS CREIGHTON 27.8 -0.6 58.0 90.9 12.0 45.7 722 LAURA CARNELL 14.6 -0.9 35.8 90.5 9.9 53.1 626 HENRY H. HOUSTON 10.1 -0.6 35.2 94.9 8.1 51.9 728 BENJAMIN FRANKLIN 13.4 -0.6 36.1 92.5 7.5 55.3 816 RRAWNBURST 17.2 -0.5 35.7 92.0 50.1 15.0 52.5	733 HENRY W. LAWTON	12.8	-0.8	29.4	93.9	5.6	63.7
625 CHARLES W. HENRY 13.8 -0.3 28.1 93.6 5.8 64.1 830 MAYFAIR 12.0 -0.5 29.2 92.1 7.9 61.4 746 WILLAM H. ZIEGLER 14.3 -0.7 50.8 91.9 10.0 53.4 823 KENNEDY G. CROSSAN 12.3 -0.5 24.8 92.6 9.1 68.9 838 LOUIS H. FARRELL 17.9 -0.5 47.1 91.6 11.0 61.1 842 STEPHEN DECATUR 6.9 -0.9 27.0 91.0 17.0 57.2 644 ANNA L. LINGELBACH 15.7 -0.1 72.5 93.2 23.0 56.1 631 JOHN F. MCCLOSKEY 12.2 -0.3 32.9 94.6 9.3 41.9 841 ROBERT B. POLLOCK 6.3 -0.9 36.6 92.1 12.0 56.6 724 THOMAS CREIGHTON 27.8 -0.6 58.0 90.9 12.0 45.7 722 LAURA CARNELL 14.6 -0.9 35.8 90.5 9.9 53.1 626 HENRY H. HOUSTON 10.1 -0.6 35.2 94.9 8.1 51.9 728 BENJAMIN FRANKLIN 13.4 -0.6 36.1 92.5 7.5 55.3 816 RRAWNBURST 17.2 -0.5 35.7 92.0 50.1 59.7 825 EDWIN FORREST 12.2 -0.7 29.0 90.4 15.0 52.5	726 ELLWOOD	12.2	-0.2	39.5			
830 MATFAIR 12.0 -0.5 29.2 92.1 7.9 61.4 746 WILLAM H. ZIEGLER 14.3 -0.7 50.8 91.9 10.0 53.4 823 KENNEDY G. CROSSAN 12.3 -0.5 24.8 92.6 9.1 68.9 838 LOUIS E. FARRELL 17.9 -0.5 47.1 91.6 11.0 61.1 842 STEFHEN DECATUR 6.9 -0.9 27.0 91.0 17.0 57.2 644 ANNA L. LINGELBACH 15.7 -0.1 72.5 93.2 23.0 56.1 631 JOHN F. MCCLOSKEY 12.2 -0.3 32.9 94.6 9.3 41.9 841 ROBERT B. POLLOCK 6.3 -0.9 36.6 92.1 12.0 56.6 724 THOMAS CREIGHTON 27.8 -0.6 58.0 90.9 12.0 45.7 722 LAURA CARMELL 14.6 -0.9 35.8 90.5 9.9 53.1 626 HENRY E. HOUSTON 10.1 -0.6 35.2 94.9 8.1 51.9 728 BENJAMIN FRANKLIN 13.4 -0.6 36.1 92.5 7.5 55.3 836 RRAWNBURST 17.2 -0.5 35.7 92.0 5.1 59.7 825 EDWIN FORREST 12.2 -0.7 29.0 90.4 15.0 52.5	840 ANNE FRANK	10.9	-1.0	32.4			
746 WILLAM H. ZIEGLER 14.3 -0.7 50.8 91.9 10.0 53.4 823 KENNEDY G. CROSSAN 12.3 -0.5 24.8 92.6 9.1 68.9 838 LOUIS H. FARRELL 17.9 -0.5 47.1 91.6 11.0 61.1 842 STEPHEN DECATUR 6.9 -0.9 27.0 91.0 17.0 57.2 644 ANNA L. LINGELBACH 15.7 -0.1 72.5 93.2 23.0 56.1 631 JOHN F. MCCLOSKEY 12.2 -0.3 32.9 94.6 9.3 41.9 841 ROBERT B. POLLOCK 6.3 -0.9 36.6 92.1 12.0 56.6 724 THOMAS CREIGHTON 27.8 -0.6 58.0 90.9 12.0 45.7 722 LAURA CARNELL 14.6 -0.9 35.8 90.5 9.9 53.1 666 HENRY B. HOUSTON 10.1 -0.6 35.2 94.9 8.1 51.9 728 BENJAMIN FRANKLIN 13.4 -0.6 36.1 92.5 7.5 55.3 836 RRAWNBURST 17.2 -0.5 35.7 92.0 50.4 15.0 52.5	625 CHARLES W. HENRY	13.8	-0.3				
823 KENNEDY G. CROSSAN 12.3 -0.5 24.8 92.6 9.1 68.9 838 LOUIS E. PARRELL 17.9 -0.5 47.1 91.6 11.0 61.1 842 STEPHEN DECATUR 6.9 -0.9 27.0 91.0 17.0 57.2 644 ANNA L. LINGELBACH 15.7 -0.1 72.5 93.2 23.0 56.1 631 JOHN F. MCCLOSKEY 12.2 -0.3 32.9 94.6 9.3 41.9 841 ROBERT B. POLLOCK 6.3 -0.9 36.6 92.1 12.0 56.6 724 THOMAS CREIGHTON 27.8 -0.6 58.0 90.9 12.0 45.7 722 LAURA CARNELL 14.6 -0.9 35.8 90.5 9.9 53.1 626 HENRY E. HOUSTON 10.1 -0.6 35.2 94.9 8.1 51.9 728 BENJAMIN FRANKLIN 13.4 -0.6 36.1 92.5 7.5 55.3 836 REAWNRURST 17.2 -0.5 35.7 92.0 5.1 59.7 825 EDWIN FORREST 12.2 -0.7 29.0 90.4 15.0 52.5	830 MAYPAIR	12.0	-0.5	29.2			
838 LOUIS B. FARRELL 17.9 -0.5 47.1 91.6 11.0 61.1 842 STEPHEN DECATUR 6.9 -0.9 27.0 91.0 17.0 57.2 644 ANNA L. LINGELBACH 15.7 -0.1 72.5 93.2 23.0 56.1 631 JOHN F. MCCLOSKEY 12.2 -0.3 32.9 94.6 9.3 41.9 841 ROBERT B. POLLOCK 6.3 -0.9 36.6 92.1 12.0 56.6 724 THOMAS CREIGHTON 27.8 -0.6 58.0 90.9 12.0 45.7 722 LAURA CARNELL 14.6 -0.9 35.8 90.5 9.9 53.1 626 HENRY B. EOUSTON 10.1 -0.6 35.2 94.9 8.1 51.9 728 BENJANIN FRANKLIN 13.4 -0.6 36.1 92.5 7.5 55.3 816 RHAWNHURST 17.2 -0.5 35.7 92.0 5.1 59.7 825 EDWIN FORREST 12.2 -0.7 29.0 90.4 15.0 52.5	746 WILLAM H. ZIEGLER	14.3		_	-		
842 STEPHEN DECATUR 6.9 -0.9 27.0 91.0 17.0 57.2 644 ANNA L. LINGELBACH 15.7 -0.1 72.5 93.2 23.0 56.1 631 JOHN F. MCCLOSKEY 12.2 -0.3 32.9 94.6 9.3 41.9 841 ROBERT B. POLLOCK 6.3 -0.9 36.6 92.1 12.0 56.6 724 THOMAS CREIGHTON 27.8 -0.6 58.0 90.9 12.0 45.7 722 LAURA CARNELL 14.6 -0.9 35.8 90.5 9.9 53.1 626 HENRY B. EOUSTON 10.1 -0.6 35.2 94.9 8.1 51.9 728 BENJAMIN FRANKLIN 13.4 -0.6 36.1 92.5 7.5 55.3 836 RHAWNHURST 17.2 -0.5 35.7 92.0 5.1 59.7 825 EDWIN FORREST 12.2 -0.7 29.0 90.4 15.0 52.5	823 KENNEDY G. CROSSAN	12.3	-0.5				
644 ANNA L. LINGELBACH 15.7 -0.1 72.5 93.2 23.0 56.1 631 JOHN F. MCCLOSKEY 12.2 -0.3 32.9 94.6 9.3 41.9 841 ROBERT B. POLLOCK 6.3 -0.9 36.6 92.1 12.0 56.6 724 THOMAS CREIGHTON 27.8 -0.6 58.0 90.9 12.0 45.7 722 LAURA CARNELL 14.6 -0.9 35.8 90.5 9.9 53.1 626 HENRY H. HOUSTON 10.1 -0.6 35.2 94.9 8.1 51.9 728 BENJAMIN FRANKLIN 13.4 -0.6 36.1 92.5 7.5 55.3 816 RHAWNHURST 17.2 -0.5 35.7 92.0 5.1 59.7 825 EDWIN FORREST 12.2 -0.7 29.0 90.4 15.0 52.5	838 LOUIS E. FARRELL	17.9		_			
631 JOHN F. MCCLOSKEY 12.2 -0.3 32.9 94.6 9.3 41.9 841 ROBERT B. POLLOCK 6.3 -0.9 36.6 92.1 12.0 56.6 724 THOMAS CREIGHTON 27.8 -0.6 58.0 90.9 12.0 45.7 722 LAURA CARMELL 14.6 -0.9 35.8 90.5 9.9 53.1 626 HENRY E. HOUSTON 10.1 -0.6 35.2 94.9 8.1 51.9 728 BENJAMIN FRANKLIN 13.4 -0.6 36.1 92.5 7.5 55.3 836 REAWNBURST 17.2 -0.5 35.7 92.0 5.1 59.7 825 EDWIN FORREST 12.2 -0.7 29.0 90.4 15.0 52.5	842 STEPHEN DECATUR	6.9	-				
841 ROBERT B. POLLOCK 6.3 -0.9 36.6 92.1 12.0 56.6 724 THOMAS CREIGHTON 27.8 -0.6 58.0 90.9 12.0 45.7 722 LAURA CARMELL 14.6 -0.9 35.8 90.5 9.9 53.1 626 HENRY E. HOUSTON 10.1 -0.6 35.2 94.9 8.1 51.9 728 BENJAMIN FRANKLIN 13.4 -0.6 36.1 92.5 7.5 55.3 816 REAWNBURST 17.2 -0.5 35.7 92.0 5.1 59.7 825 EDWIN FORREST 12.2 -0.7 29.0 90.4 15.0 52.5	644 ANNA L. LINGELBACH						
724 THOMAS CREIGHTON 27.8 -0.6 58.0 90.9 12.0 45.7 722 LAURA CARMELL 14.6 -0.9 35.8 90.5 9.9 53.1 626 HENRY E. HOUSTON 10.1 -0.6 35.2 94.9 8.1 51.9 728 BENJAMIN FRANKLIN 13.4 -0.6 36.1 92.5 7.5 55.3 836 RHAWNHURST 17.2 -0.5 35.7 92.0 5.1 59.7 825 EDWIN FORREST 12.2 -0.7 29.0 90.4 15.0 52.5							
722 LAURA CARMELL 14.6 -0.9 35.8 90.5 9.9 53.1 626 HENRY E. HOUSTON 10.1 -0.6 35.2 94.9 8.1 51.9 728 BENJAMIN FRANKLIN 13.4 -0.6 36.1 92.5 7.9 55.3 836 RHAWNHURST 17.2 -0.5 35.7 92.0 5.1 59.7 825 EDWIN FORREST 12.2 -0.7 29.0 90.4 15.0 52.5							
626 HERRY E. HOUSTON 10.1 -0.6 35.2 94.9 8.1 51.9 728 BENJAMIN FRANKLIN 13.4 -0.6 36.1 92.5 7.5 55.3 836 RRAWNHURST 17.2 -0.5 35.7 92.0 5.1 59.7 825 EDWIN FORREST 12.2 -0.7 29.0 90.4 15.0 52.5	· - ·						
728 BENJAMIN FRANKLIN 13.4 -0.6 36.1 92.5 7.5 55.3 836 REAWNHURST 17.2 -0.5 35.7 92.0 5.1 59.7 825 EDWIN FORREST 12.2 -0.7 29.0 90.4 15.0 52.5							-
836 REAWNBURST 17.2 -0.5 35.7 92.0 5.1 59.7 825 EDWIN FORREST 12.2 -0.7 29.0 90.4 15.0 52.5			-			-	
825 EDWIN FORREST 12.2 -0.7 29.0 90.4 15.0 52.5			-				
And market descriptions	_						
844 WILLIAM H. LOESCHE 17.7 -1.0 31.4 92.9 10.0 61.8					•		
	844 WILLIAM H. LOESCHE	17.7	-1.0	31.4	44.9	10.0	91.9



TABLE 5:2
Schools with Communities in Second Lowest 20% of Trouble and Poverty

		Pct Children		* Free and	Avg Daily	Student Na	
Number	Name	in Poverty	Trouble	Reduced	Attendance	Turnover Re	ading Score
HICH SCH						2.1	
	PARKWAY HIGH	23.8	0.2	30.3	84.5 75.9	21.0	
	GERMANTOWN BIGB	29.5	0.5	33.3	75.9 93.3	21.0	
	WALTER B. SAUL VOC-TECH	21.6	-0.1	15.4		1.9	
	GEORGE W. CARVER HIGH	28.7	0.2	20.4	92.8	13.0	
	SAMUEL S. FELS HIGH	21.0	-0.5	22.8	81.8 91.2	4-1	
	CREATIVE/PERFORMING ARTS	20.7	0.1	22.2	93.4	1.5	
	GIRLS HIGH	24.6	-0.1	14.9	78.3	14.0	
	ROXBOROUGH HIGH	22.3	-0.2	26.6 25.8	77.6	16.0	
	FRANKFORD HIGH	22.1	-0-4	10.6	92.6	1.3	
	CENTRAL HIGH	22.2	-0.3	10.0	32.0		
WIDDIN 8				29.0	91.5	8.1	58.4
	J. HARRY LABRUM MIDDLE	20.2	-0.2	11.0	95.0	0.3	89.1
	JULIA MASTERMAN	23.2	-0.1	40.0	82.0	16.0	42.1
	WARREN G. HARDING MIDDLE	27.1	-0.3	42.6	86.0	18.0	42.5
	GEN. LOUIS WAGNER MIDDLE	20.0	0.4	43.8	90.1	4.6	43.7
	A M Y-6	28.9	0.1	41.8	85.3	13.0	38.7
	ADA H. LEWIS MIDDLE	26.4	0.4	34.5	90.7	9.9	48.6
	DIMNER BEEBER MIDDLE	24.5	0.4	34.5	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	3.5	40.0
SPECIAL			-0.2	34.2	92.9	3.6	72.9
	OVERBROOK EDUCATIONAL CEN	21.4	-0.2	3412	,		
	RY SCHOOLS	19.9	-0.4	67.7	90.1	7.9	50.5
	JAMES DOBBON	19.9 26.7	-0.4	53.1	90.0	13.0	39.7
	JOHN M. PATTERSON		-0.3	43.9	91.2	9.5	58.8
•-•	ETHAN ALLEN	19.6	0.0	25.7	92.9	8.9	61.2
	ALBERT M. GREENFIELD	24.2 22.2	0.6	77.4	91.7	13.0	38.1
	WILLIAM C. BRYANT	19.4	-0.9	55.1	89.2	12.0	45.2
	TROMAS HOLME	20.1	-0.2	65.2	92.9	9.9	48.4
	LEWIS C. CASSIDY	24.8	0.0	70.7	93.0	16.0	42.4
	WILLIAM B. MANN	23.8	0.5	65.6	92.3	19.0	47.7
	ADD B. ANDERSON ELEANOR C. EMLEN	24.9	0.2	76.7	91.3	14.0	37.5
	ABIGAIL VARE	27.2	-0	76.2	91.4	17.0	46.3
	EDWIN E. FITTER	26.9	0.2	41.8	93.8	2.8	55.8
	SAMUEL POWEL	27.9	0.2	38.5	94.7	5.2	61.7
	JOEN MARSHALL	22.1	-0.5	65.6	89.9	15.0	48.5
	ALEXANDER ADAIRE	26.8	-0.3	64.0	89.9	11.0	40.6
	WILLIAM M. MEREDITH	28.8	0.2	56.9	93.0	5.4	65.4
	PENROSE	27.3	-0.3	54.9	90.7	19.0	43.5
	PRINCE HALL	20.0	0.5	66.8	93.1	9.6	43.6
	ELIZA B. KIRKBRIDE	25.9	-0.3	85.6	93.1	9.9	40.7
	WILLIAM ROWEN	18.3	0.3	77.6	91.1	16.0	41.2
	WILLIAM B. HANNA	26.6	0.4	69.9	91.6	15.0	34.6
	FRANCIS BOPKINSON	23.9	-0.5	57.0	89.0	14.0	41.4
	RICEMOND	29.8	-0.5	60.9	89.0	14.0	44.0
	FELTONVILLE	33.5	-0.6	57.6	89.8	23.0	36.7
	CLARA BARTON	33.4	-0.6	55.9	90.0	16.0	42.7
,	JAMES R. LOWELL	20.5	-0.8	54.0	92.5	10.0	48.5
	JULIA W. BOWE	21.8	0.2	61.3	90.4	22.0	31.1
	TROMAS CREIGHTON	27.8	-0.6	58.0	90.9	12.0	45.7
	OLNEY	22.5	-0.7	64.0	92.0	22.0	40.1
	COOK-WISSAHICKON	21.1	-0.6	64.0	91.1	9.7	45.0
	GEORGE SHARSWOOD	25.6	-0.5	48.6	87.5	6.1	43.8
	ABRAM S. JENKS	20.3	-0.2	45.5	91.8	4.6	61.7
	FRANKLIN SPEDLEY	29.5	-0.1	71.7	89.4	18.0	34.6
142	- 105120711 G. SOUGE	=5.5					



TABLE 5:3 Schools in Communities with Middle 20% of Trouble and Poverty

		Pct Children	Index of	& Free and	Avg Daily	Student N	ati Pctile
Number	Name	in Povorty	Trouble	Røduçed	Attend <u>a</u> nce	Turnover F	eading Score
229	FRANKLIN LEARNING CENTER	36.5	0.5	34.5	82.4	7.4	
101	JOHN BARTRAM HIGH	33.2	0.5	37.6	70.3	15.0	
	William W. Bodine eige	30.3	0.2	20.7	92.2	2.8	
606	MARTIN L. KING JR.	21.7	0.3	29.8	77.0	17.0	
702	OF NEY HIGH	35.5	0.2	41.3	72.2	21.0	
402	OVERBROOK HIGH	30.2	0.5	33.1	62.2	11.0	
216	BORACE H. PURNESS HIGH	35.0	0.0	52.5	74.6	21.0	
111	ANNA B. SHAW MIDDLE	35.8	0.9	49.9	83.9	12.0	30.2
115	GEORGE PEPPER MIDDLE	31.7	-0.2	41.4	63.4	15.0	40.0
110	WILLIAM L. SAYRE MIDDLE	31.2	0.7	45.5	84.1	16.0	37.0
	GEORGE C. THOMAS MIDDLE	33.7	0.0	35.1	88.2	9.2	43.6
156	MIDDLE YEARS ALTERNATIVE	32.7	0.2	43.1	91.4	3.4	60.3
116	JOHN P. TURNER MIDDLE	30.9	0.7	46.3	87.1	15.0	43.4
413	WILLIAM H. SHOEMAKER MIDD	31.9	0.6	49.2	63,7	16.0	27.4
615	CLARENCE E. PICKETT HIDDL	33.3	0.6	55.3	82.5	14.0	36.7
510	JOHN PAUL JONES MIDDLE	41.2	0.2	50.2	77.0	18.0	23.1
640	JOSEPHINE D. WIDENER MEMO	30.6	0.2	55.1	05.2	4.3	
646	JOSEPH E. HILL	21.5	0.2	44.7	93.5	5.4	59.5
143	ALEXANDER WILSON	34.6	0.6	64.5	92.6	16.0	36.1
264	SOUTEWARK	35.8	-0.2	75.0	89.9	13.0	39.8
634	JOSEPH PENNELL	34.7	0.6	74.5	91.1	11.0	34.2
269	JOHN H. TAGGART	36.9	-0.1	62.8	86.8	12.0	38.7
632	TEOMAS MIFFLIN	37.4	0.3	87.2	88.7	26.0	40.8
426	GROVER CLEVELAND	34.1	1.1	79.7	90.9	15.0	40.7
729	ALLEN M. STEARNE	33.1	-0.1	80.5	92.0	12.0	43.0
125	JOSEPH W. CATHARINE	37.0	-0.1	86.6	90.0	23.0	45.9
133	SAMUEL B. HUEY	34.3	0.7	77.7	90.6	17.0	34.6
237	DELAPLAINE MCDANIEL	34.6	0.9	86.8	90.6	16.D	29.4
544	FRANCES E. WILLARD	44.1	-0.3	65.9	89.5	19.D	34.3
137	S. WELR MITCHELL	35.4	1.0	73.4	89.0	20.0	28.7
553	PHILIP H. SHERIDAN	37-1	-0.4	64.4	87.1	17.0	30.5
221	Bache-Martin	36.0	0.8	73.8	90.9	10.0	49.9
120	COM. JOHN BARRY	37.2	0.8	79.6	90.4	17.0	36.2
234	GEN. GEORGE A. MCCALL	30.3	0.1	51.6	92.6	14.0	56.0
126	BENJAMIN B. COMEGYS	37.4	1.0	74.2	91.3	16.0	40.9
430	edward beston	33.6	0.7	82.0	89.4	17.0	33.3
739	ANDREW J. MORRISON	33.1	-0.3	71.8	92.9	24.0	49.7
647 .	John B. Kelly	31.6	0.4	77.5	89.2	18.0	31.9
443 .	John G. Whittier	37.1	1.0	61.3	89.2	20.0	39.4
721	GEN. DAVID B. BIRNEY	30.6	0.6	81.1	91.0	20.0	36.2
131 7	WILLIAM F. BARRITY	30.6	0.7	64.3	91.8	14.0	30.3
135 1	WILLIAM C. LONGSTRETH	35.2	0.9	67.5	92.0	12.0	36.0
633 1	FRANCIS D. PASTORIUS	32.7	0.7	89.9	90.9	19.0	33.7
639 1	EDWARD T. STEEL	33.0	0.9	62.0	90.8	12.0	37.0
129 /	ANDREW HAMILTON	27.1	0.8	57.6	92.3	9.4	43.2
130 /	AVERY D. HARRINGTON	34.0	0.9	81.9	91.3	20.0	37.4
628 3	JOHN L. KINSEY	21.8	0.5	62.7	91.6	11.0	41.5
219 1	D. NEWLIN PELL	33.3	D.0	62.7	92.0	11.D	49.8
530 E	HORATIO B. HACKETT	31.5	-0.3	80.3	89.8	10.D	47.1
232 5	STEPHEN GIRARD	34.6	0.1	55.3	91.8	7.6	41.1
254 F	FRANCIS SCOTT KET	42.9	-0.1	95.4	94.0	11.0	41.6



TABLE 5:4
Schools in Communities with Fourth 20% Level of Trouble and Poverty

		Pct Children		% Free and	Avg Daily		atl Pctile
Number	Мале	in Poverty	Trouble	Reduced	Attendance	Turnover K	eading Score
erce sc				45.7	71.6	26.0	
	WEST PHILADELPHIA EIGH	34.0	0.8 0.6	57.8	58.4	37.0	
	1 KENSINGTON SIGR	53.0	0.8	45.6	70.9	25.0	
	O SOUTE PHILADELPHIA HIGH	41.5	0.9	49.8	77.1	11.0	
	9 EDWARD BOK VOC-TECE 5 MURRELL DOBBINS VOC-TEC	42.6 41.1	1.0	35.5	86.3	4.4	
	O CHARLES Y. AUDENRIED HIGH		1.0	65.6	58.6	26.0	
	S ALLEGHENY SCHOOL	43.7	0.9	66.7	55.1	57.0	
	O UNIVERSITY CITY HIGH	47.3	1.0	53.2	68.5	21.0	
	5 JULES MASTBAUM VOC-TECH	38.3	0.2	33.6	83.2	6.4	
MIDDLE (30.3	V.1	33.0	00.4		
	ALTERNATIVE MIDDLE YEARS-	42.0	0.5	56.7	91.3	8.7	46.3
	NORRIS S. BARRATT MIDDLE	46.3	1.2	61.9	82.6	14.0	36.4
	JOHN B. STETSON MIDDLE	58.0	0.6	66.0	70.2	23.0	23.2
	THOMAS FITZSIMONS MIDDLE	52.3	1.5	65.8	82.4	14.0	30.8
	E. WASHINGTON REODES MIDE		1.2	53.3	87.5	13.0	34.7
_	WILLIAM TILDEN MIDDLE	39.1	0.8	0.3	4.9	16.0	29.6
	EDWIN H. VARE MIDDLE	45.1	0.4	53.0	84.6	15.0	34.0
	JAY COOKE MIDDLE	33.8	0.7	52.8	82.6	20.0	32 5
	ROBERTO CLEMENTE MIDDLE	52.0	0.6	58.2	81.0	18.0	21.2
	MAYER SULZBERGER MIDDLE	52.8	1.3	67.2	81.9	14.0	24.0
	RUSSELL CONWELL MIDDLE	41.1	0.3	35.4	92.8	2.1	67.0
SPECIAL	8CSCOL8						
545	CHARLES CARROLL	44-1	0.4	54.4	59.1	44.0	
524	STEPHEN A. DOUGLAS	48.6	0.3	68.3	61.4	25.0	
231	DANIEL BOONE	44.4	0.9	100.0	49.7	101.0	16.0
KITEMIKELA	ARY SCHOOLS						
230	DURHAM CHILD DEVEL. CENTE	45.3	1.1	67.6	94.3	3.4	46.3
547	WILLIAM CRAMP	50.5	0.3	82.5	87.6	21.0	28.5
751	MARY M. BETEUNE	48.7	1.1	92.1	90.1	19.0	28.7
138	THOMAS G. HORTON	43.3	0.2	74.8	88.G	13.0	31.4
643	JOHN WISTER	49.0	1.1	84.3	91.1	15.0	51.5
521	HENRY A. BROWN	50.6	0.3	92.2	91.6	15.0	32.3
153	JOSEPH LEIDY	52.4	1.1	100.0	89.0	20.0	29.9
447	RICHARD R. WRIGHT	52.3	1-6	78.8	89.9	13.0	48.6
	M. HALL STANTON	52.9	1.7	89.1	91.0	16.0	47.0
	F. AMEDEE BREGY	54.1	0.3	67.7	89.0	21.0	31.0
	CHARLES R. DREW	53.1	0.8	63.6	88.3	13.0	38.7
	JAMES ALCORN	56.4	0.0	96.9	88.5	16.0	29.9
	KENDERTON	34.5	1.3	87.6	67.8	20.0	33.8
	James Logan	37.4	0.6	80.6	90.5	15.0	38.4
	GEORGE W. NEBINGER	40.2	0.8	93.7	89.9	11.0	28.2
	HENRY C. LEA	44.5	0.3	79.3	92.4	14.0	38.4
	LEWIS ELKIN	34.9	0.4	79.6 87.6	88.1 88.5	20.0 19.0	32.6 31.7
	GEORGE CLYMER	53.2	1.9		90.6	15.0	37.7
	ROBERT PULTON	37.5	0.6	84.8 83.6	88.0	13.0	32.0
	GEORGE WASHINGTON	41.5	0.8		93.2	12.0	40.2
	GEORGE W. CHILDS	42.6 52.0	D.7 1.3	90.1 75.3	89.8	17.0	30.1
	WALTER G. SMITH	34.0	0.9	81.9	91.3	20.0	37.4
	AVERY D. HARRINGTON	34.0 43.2	1.0	87.4	91.5	15.0	41.8
	JAMES REGADS	33.7	0.8	77.4	92.8	14.0	29.6
	SAMUEL E. DAROFF	33.7 46.3	0.8	88.4	89.0	21.0	27.8
	ALEXANDER MCCLURE ANDREW JACKSON	40.2	0.3	78.0	88.2	19.0	36.3
	RUDOLPH BLANKENBURG	50.3	1.2	86.2	91.8	11.0	33.7
149	KOROTER BINNERSONG	30.3	***	00.2			

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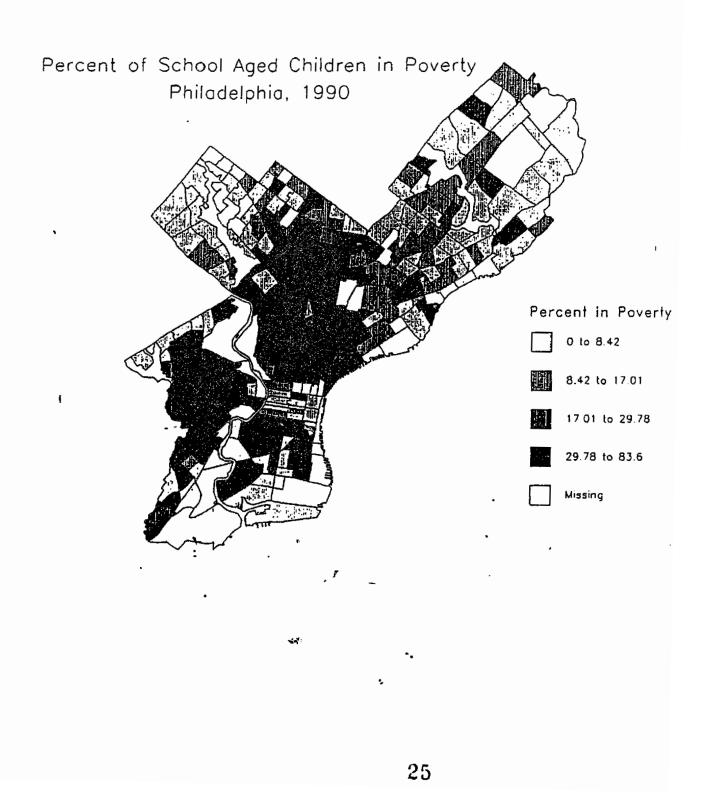
TABLE 5:5
Schools in Communities with Highest 20% Level of Trouble and Poverty

		Pct Children	Index of	% Free and	Avg Daily		Natl Pctile
Number	Name	in Poverty	Trouble	Reduced	Attendance	Turnover	Reading Score
HICH SCI							
	THOMAS A. EDISON HIGH	60.6	1.1	55.4	64.9	24.0	
	WILLIAM PENN BIGH	59.5	1.5	65.3	66.6	19.0	
	STRAWBERRY MANSION HIGH	58.5	1.7	65.9	73.3	19.0	
	SIMON GRATZ HIGH	44.7	1.4	53.9	65.1	21.0	
	BENJAMIN PRANKLIN HIGH	54.6	1.4	62.6	68.4	4.0	
KIDDLE S						40.0	
	ELIZABETH GILLESPIE MIDDI		1.4	59.4	82.¢	18.0	26.1
	STODOART-FLEISHER MIDDLE	64.3	1.8	79.8	76.5	15.0	27.5
	ROOSEVELT MIDDLE		0.7	0.0	88.5		35.8
	JAMES ELVERSON MIDDLE	63.5	1.9	71.5	82.5	19.0	32.3
	BILINGUAL MIDDLE MAGNET	69.3	1.6	72.5	80.9	17.0	22.7
	ROBERTS VAUX MIDDLE	59.9	1.7	76.2	76.6	19.0	32.1
	JOHN WANAMAKER MIDDLE	64.6	1.7	71.9	78.8	15.0	32.1
	PENN TREATY MIDDLE	56.4	0.7	70.9	77.3	18.0	22.8
	WILLIAM S. PEIRCE MIDDLE	53.4		68.8	84.7	13.0	
	RY SCHOOLS						
	FRANK PALUHEO	64.9	1.5	97.3	86.3	18.D	22.D
	WILLIAM S. PEIRCE MIDDLE	53.4	1.1	68.8	84.7	13.0	33.4
	edwin M. Stanton	53.3	2.3	90.9	92.0	21.0	45.3
	THOMAS M. PEIRCE	38.0	1.3	71.7	90.2	13.0	31.8
	POTTER-THOMAS	66.8	1.4	85.4	88.8	19.0	23.8
	MARTHA WASHINGTON	53.7	1.4	77.8	90.5	8.2	37.0
	RUDOLPE WALTON	45.5	1.5	83.9	91.0	14.0	30.5
	ROBERT MORRIS	53.5	1.5	93.8	89.8	20.0	25.5
	FAIRHILL	65.5	1.5	93.0	89.4	18.0	28.8
	SPRING GARDEN	76.6	2.5	92.7	88.8	16.0	43.0
	GEN. JOHN F. REYNOLDS	62.9	1.5	93.2	89.9	11.0	41.4
	EDWARD GIDEON	54.9	1.6	97.3	92.5	8.1	36.4
	MORTON MCMICHAEL	55.0	1.6	87.1	89.1	14.D	35.6
	FAUL L. DUNBAR	55.2	1.3	77.8	93.2	6.7	30.0
248		55.7	1.7	80.6	90.4	17.0	40.7
	ISAAC A. SHEPPARD	73.2	1.2	94.9	89.5	27.0	30.1
	WILLIAM BARRISON	73.9	1.8	94.5	88.5	16.0	33.3
	LAURA W. WARING	56.0	1.5	93.7	88.5	16.0	30.2
	GEN. PEILIP KEARNY	57.3	1.4	88.9	90.4	14.0	31.3
	JOEN WELSE	74.7	1.8	99.3	87.8	15.0	31.9
	WILLIAM H. HUNTER	69.8	1.4	95.7	91.8	24.0	28.6
	JAMES G. BLAINE	55.3	1.6	92.0	91.7	12.0	30.8
	FREDERICK DOUGLASS	73.9	1.8	90.7	87.6	26.0	27.4
	ANNA B. PRATT	58.0	1.5	93.4	91.0	19.0	31.7
	JOHN MOFFET	57.2	0.5	90.4	90.9	19.0	29.9
	JOSEPH C. FERGUSON	66.9	2.0	91.4	87.8	22.0	20.1
	BELMONT	54.7	1.7	93.7	89.1	20.0	31.3
	BAYARD TAYLOR	59.7	0.9	87.7	89.1	21.0	21.7
	WILLIAM DICK	74.1	1.7	93.6	91.3	9.5	38.5
	ALAIN LOCKE	59.0	1.3	08.6 00.7	87.7	17.0 26.0	31.6
	GEN. GEORGE G. MEADE	66.5	2.2	89.7	88.3		29.6
	JOHN F. BARTRANFT	74.4	2.1	95.9	89.3 91.6	17.0 13.0	26.0 40.6
	LESLIE P. HILL	53.3	1.7	91.0	91.6	15.0	40.6 31.6
	WILLIAM D. KELLEY	51.3	1.5	98.9			
	DR. ETHEL D. ALLEN	48.8	1.5	79.7	91.0	11.0	38.4
	TANNER DUCKREY	60.4	1.9	88.5	90.1	13.0	32.6
	WILLIAM MCKINLEY	75.2	1.5	99.8	90.3	16.4	31.0
534	JAMES R. LUDLOW	61.5	1.4	95.1	89. 6	15.0	32.6

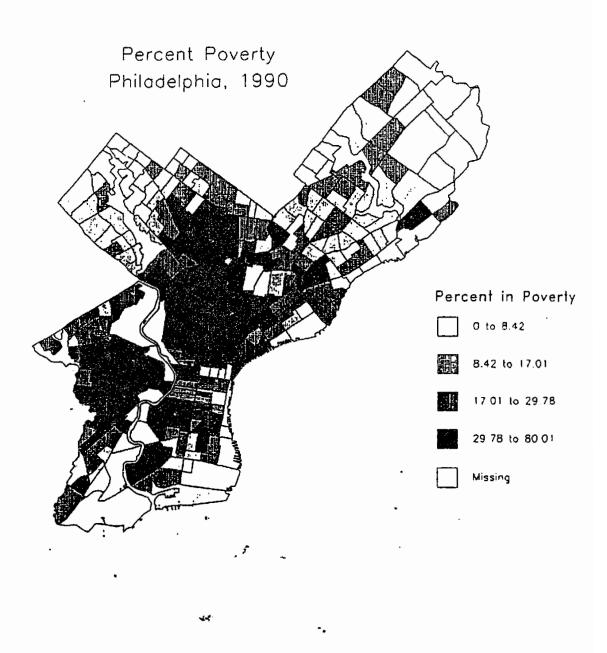


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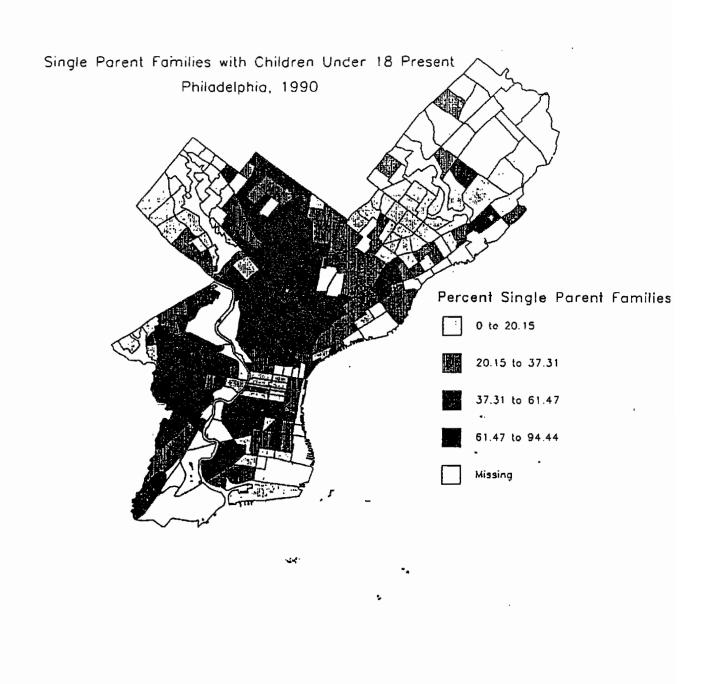




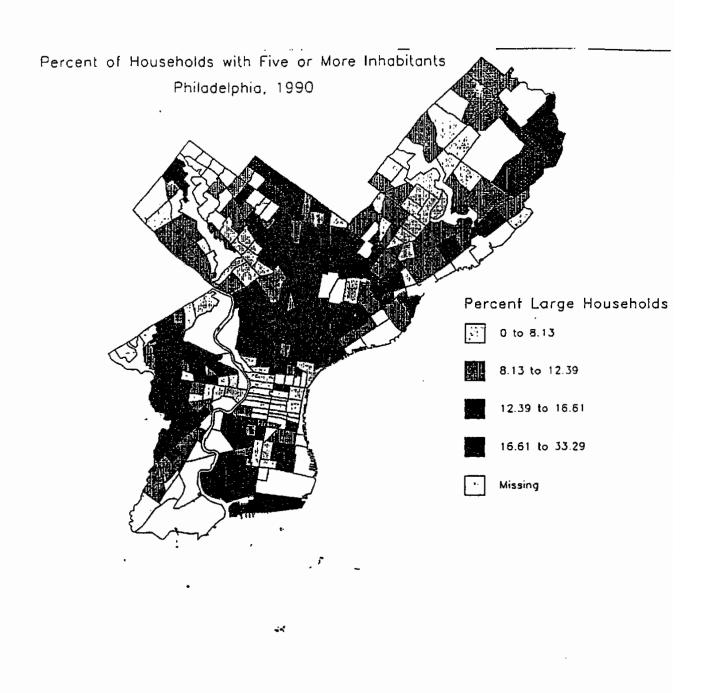






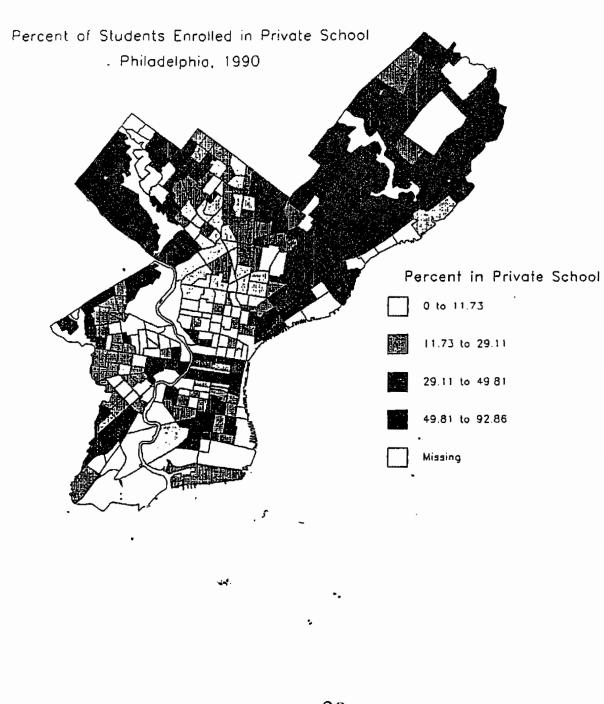




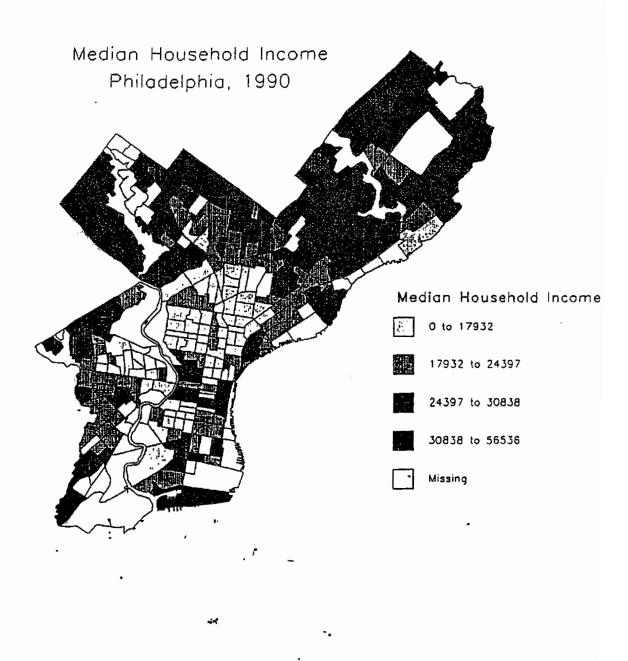


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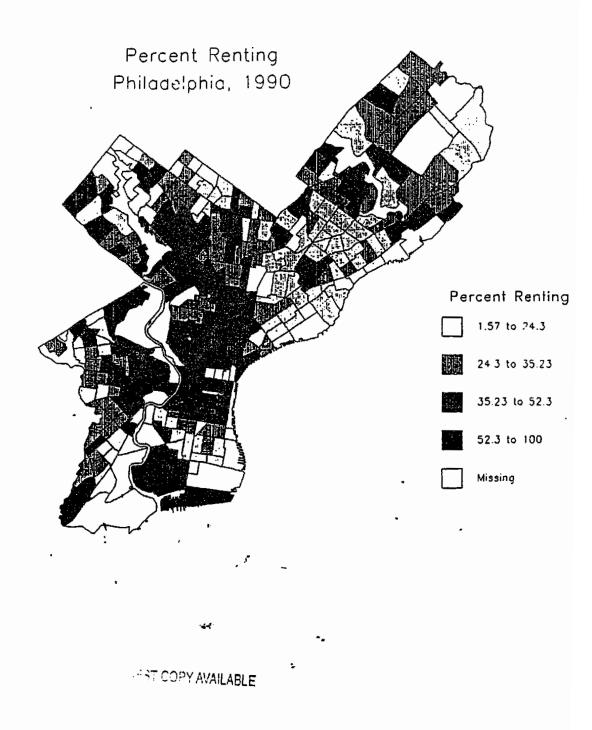




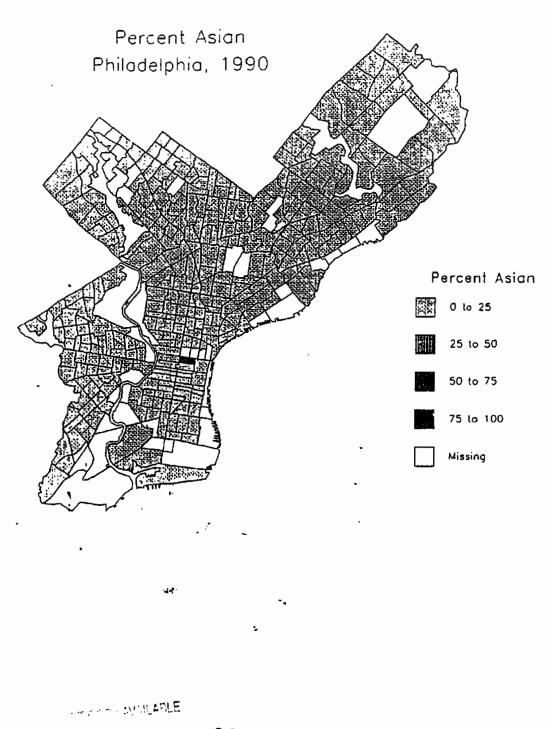


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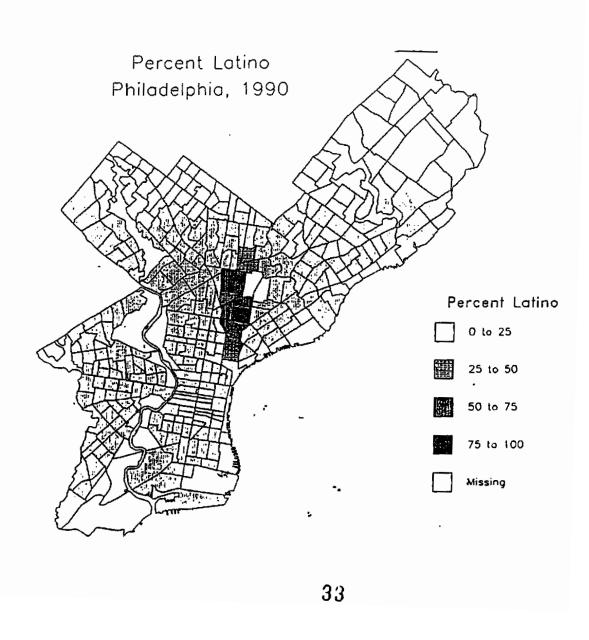




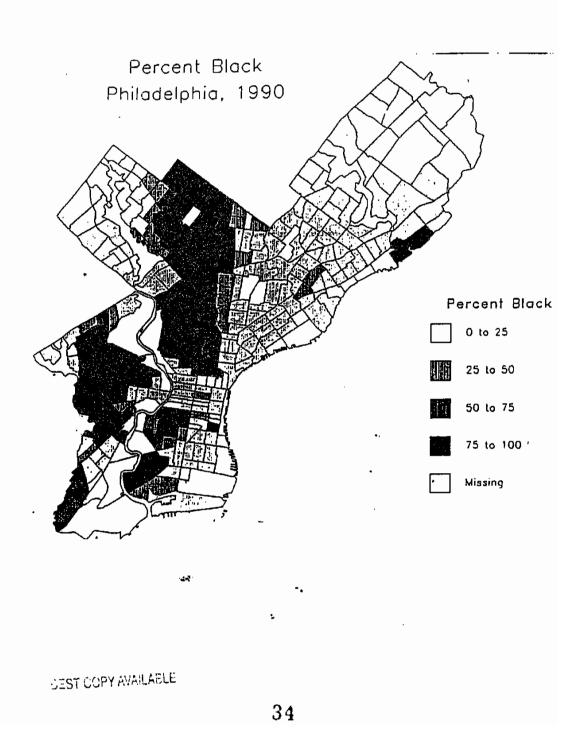








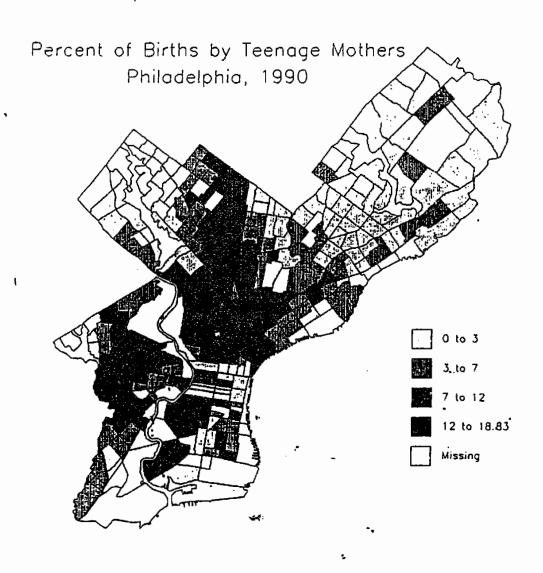






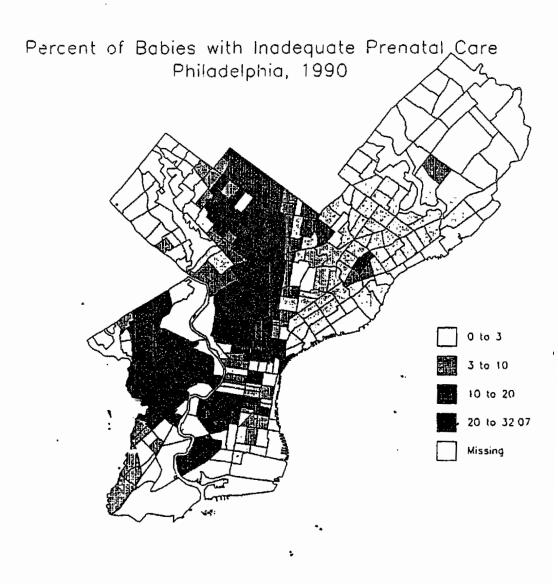
INDICATORS OF COMMUNITY HEALTH AND SAFETY



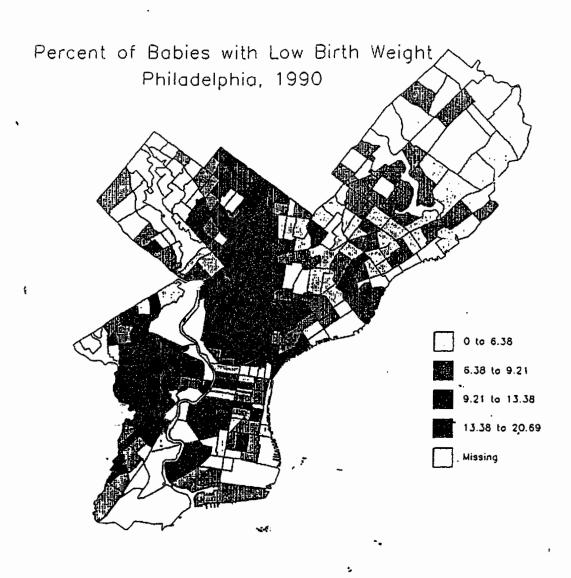


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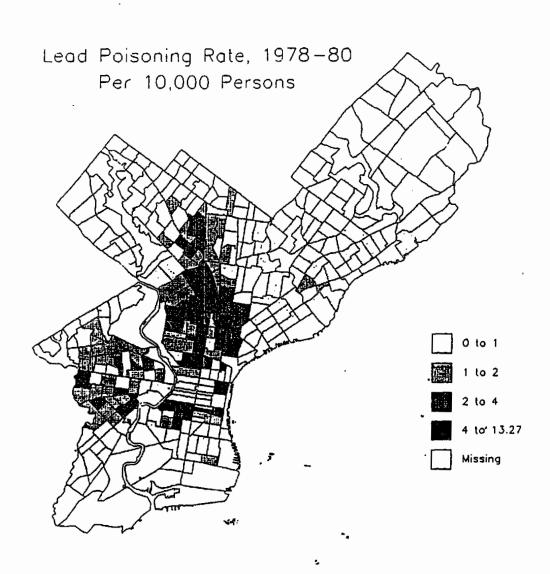




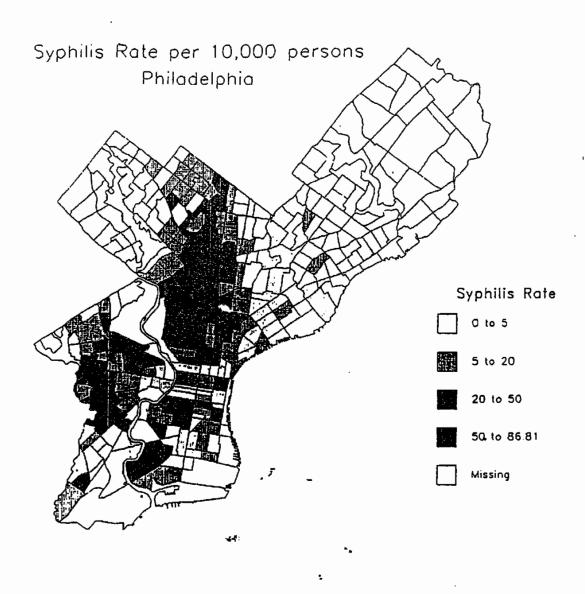


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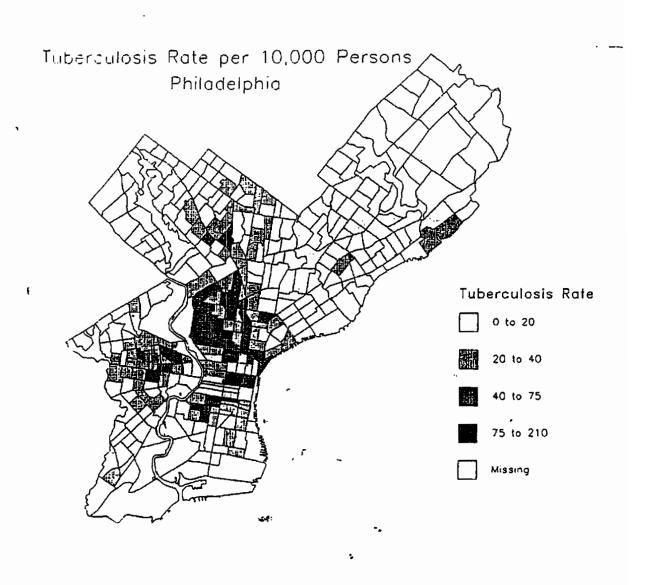




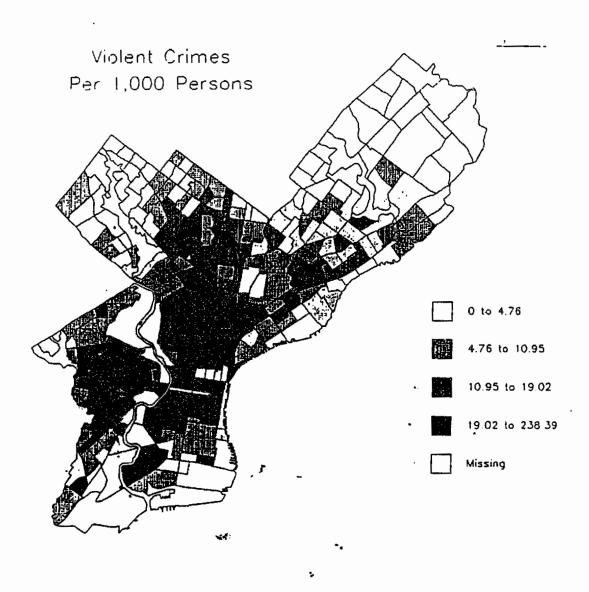


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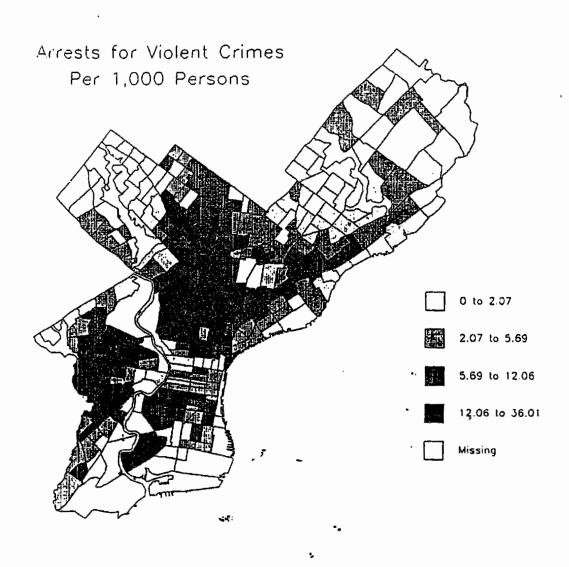




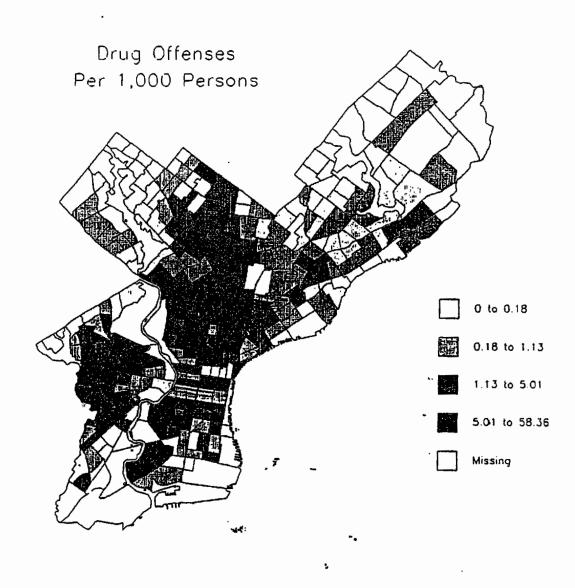


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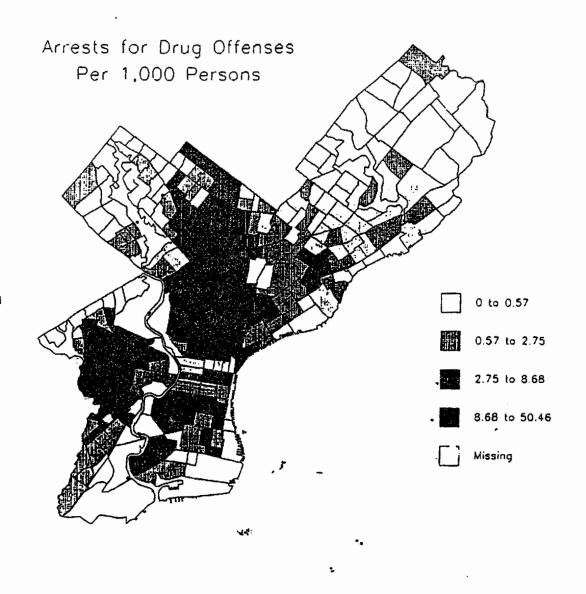




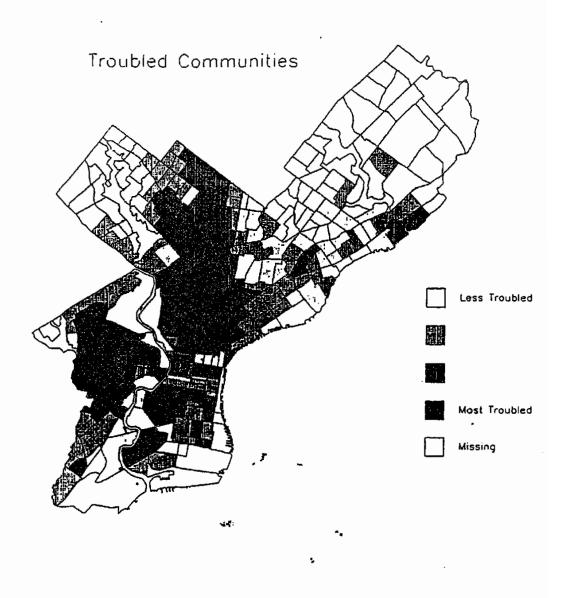


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THE NATIONAL CENTER ON EDUCATION IN THE INNER CITIES

The National Center on Education in the Inner Cities (CEIC) was established on November 1, 1990 by the Temple University Center for Research in Human Development and Education (CRHDE) in collaboration with the University of Illinois at Chicago and the University of Houston. CEIC is guided by a mission to conduct a program of research and development that seeks to improve the capacity for education in the inner cities.

A major premise of the work of CEIC is that the challenges facing today's children, youth, and families stem from a variety of political and health pressures; their solutions are by nature complex and require long-term programs of study that apply knowledge and expertise from many disciplines and professions. While not forgetting for a moment the risks, complexity, and history of the urban plight, CEIC aims to build on the resilience and "positives" of inner-city life in a program of research and development that takes bold steps to address the question, "What conditions are required to cause massive improvements in the learning and achievement of children and youth in this nation's inner cities?" This question provides the framework for the intersection of various CEIC projects/studies into a coherent program of research and development.

Grounded in theory, research, and practical know-how, the interdisciplinary teams of CEIC researchers engage in studies of exemplary practices as well as primary research that includes longitudinal studies and field-based experiments. CEIC is organized into four programs: three research and development programs and a program for dissemination and utilization. The first research and development program focuses on the family as an agent in the education process; the second concentrates on the school and factors that foster student resilience and learning success; the third addresses the community and its relevance to improving educational outcomes in inner cities. The focus of the dissemination and utilization program is not only to ensure that CEIC's findings are known, but also to create a crucible in which the Center's work is shaped by feedback from the field to maximize its usefulness in promoting the educational success of inner-city children, youth, and families.

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